

Disciplinarity and Internationalization of the Curriculum:

*Or, This is Part of My Research Agenda,
and it can be part of yours, I promise*

ITL Presentation 2017

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Overview:

Objectives:

Defining Disciplines: Philosophical & Sociological Definitions

Freewrite: How is your discipline articulated through these definition strategies?

Disciplinary Organizations and Internationalization Differences Across National Borders

Discussion: How do your disciplinary organizations view internationalization via outcomes, and position statements?

Discussion: How is your discipline articulated across National Borders?

**ITL Generates Inter- and Trans-disciplinary Research (as well as Teaching):
Research Projects of ITL Alumni**

Objectives

Connection to Sanderson (2008) or Tuhiwai Smith (1999)

Definition of a Discipline

A discipline is usually defined as the specialized exploration of particular objects and subjects using particular methods, concepts, tools and exempla in addition to laws and theories which account coherently for the objects and subjects under study.

(Julie Thompson Klein)



Freewrite: Define Your Disciplines

What are the objects and subjects of your discipline?

What are the particular methods of your discipline?



Freewrite: Define Your Disciplines

What are the key concepts in your discipline?

What are the key laws and theories in your discipline?

Definition of a Discipline

“Disciplines must have some institutional manifestation in the form of subjects taught at universities or colleges, respective academic departments and professional associations connected to it. Only through institutionalisation are disciplines able to reproduce themselves ‘from one generation to the next.’”

(Armin Krishnan)



Freewrite: Define Your Discipline

How is your Discipline manifest in your professional life?

- subjects taught at universities or colleges
- academic departments
- professional associations

Preliminary Sharing of Freewriting





Disciplinary Lenses and National Communities:

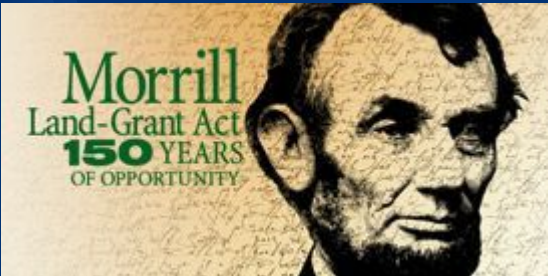
Canada: So Far Away, So Close

National Differences

- PhDs in Canadian Literature
- No Degrees and Few Departments of Communication
 - No First Year Writing Requirement
 - Political Culture

(Why is Communication an American Disciplinary Phenomenon?)

The Morrill Act: the formation of the land grant university created the disciplines of speech-communication and writing in the US.



Discussion Questions

What does your discipline look like in other countries?
(e.g. objects and subjects; methods; concepts; tools; exempla;
laws and theories; subjects taught at universities or colleges;
academic departments; professional associations)

- How might the differences impact your internationalization efforts?

Disciplinary Organizations

1. ...may control access to publication forums
2. ...may influence funding priorities
3. ...may shape curriculum through accreditation
4. ...may shape professionalization practices
5. ...may help sustain networks of knowledge-making
(conferences, etc.)

...and set priorities for internationalization!



NCA and Internationalization

Internationalization includes at least the components below.

A. Teaching international content (area studies and languages)

B. Faculty/student exchanges

C. Additional opportunities: Attending international conferences, collaborating with international scholars, etc.

<http://www.natcom.org/international/>



ACS and Internationalization: Programs

- Fostering collaborations driven by solutions to global challenges (energy, climate, environment, sustainability)
- Extending international chemistry education and training
 - Engaging developing countries with partner societies
- Assuring support of ACS Science and Human Rights initiatives



ACS and Internationalization: Goals

“To cooperate with scientists internationally and to highlight the application of chemistry to the worldwide needs of humanity.

The international focus is increasingly important for ACS because globalization and the resulting flows of knowledge, people, and capital are reshaping the chemical enterprise and having a profound impact on the profession.



ACS and Internationalization: Rationale

“About 24,000 ACS members live outside the United States in over 100 countries. The U.S. scientific community includes a large number of immigrants from other nations, as well. More than one-half of the articles in all ACS journals are authored by non-U.S. scientists. Between 10-15% of our national meeting participants come from outside the United States.”

(Deep breath.)

The ACS is overwhelming, it feels exhaustive.
What do you see in the ACS that you do not see in
NCA?
What might still be missing?



Controversy: AVMA and Globalization

“RESOLVED, that the American Veterinary Medical Association (AVMA) House of Delegates (HOD) recommends to the AVMA Executive Board (EB) that they form a task force, to analyze the current policy on the AVMA’s involvement in global affairs.”



AVMA and Globalization

“A staff position was created dedicated to international affairs.

AVMA’s involvement in international projects includes:

- accreditation of foreign colleges,
- coordinating efforts to rebuild the animal health infrastructure in Iraq and Afghanistan
- and participation in multinational veterinary meetings.”



AVMA and Globalization

“We respectfully propose that an AVMA task force assess the merits of globalization.

“Should dues revenue be expensed for international activities?

“What percentage of staff time and AVMA resources (room, travel, etc.) is currently spent on international affairs?

“Does the membership prefer that the AVMA concentrate on national efforts vs. international efforts?”

Discussion Questions

- What do you know about what your professional organization says about internationalization?
 - (Take a moment to Google if you'd like.)

ITL Generates Inter- and Trans-disciplinary Research:

Table 1: Typologies of Interdisciplinarity

Multidisciplinarity	Interdisciplinarity	Transdisciplinarity
<ul style="list-style-type: none">• juxtaposing• sequencing• coordinating	<ul style="list-style-type: none">• integrating• interacting• linking• focusing• blending	<ul style="list-style-type: none">• transcending• transgressing• transforming
<ul style="list-style-type: none">• complementing		<ul style="list-style-type: none">• hybridizing

How Has ITL Generated Research Agendas?

My Projects

Project of ITL Alumni

Guest Speaker: Akosua Addo

General Music
Play in Culture
World Music

Internationalizing Music Education

<https://isme.org/>

Overview

Internationalizing general music teacher education

Addo, A. O. (2009). Toward internationalizing general music teacher education in a US context. *Journal of Research in International Education*, 8(3), 305-325.

Mapping play in the twin cities

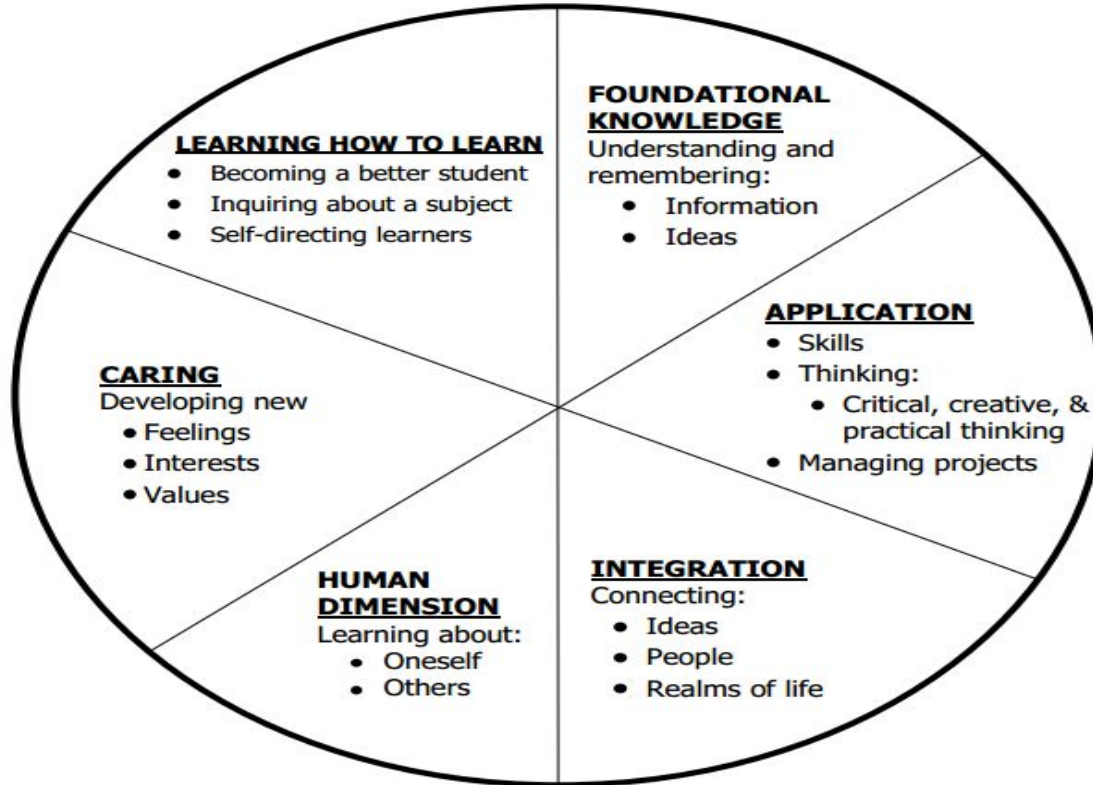
Addo, A. O., & Castle, E. E. (2015). A Cross-Institutional Ethnographic Project: Mapping Play in Intercultural Communities. *Higher Education Studies*, 5(1), 1-19.

Transnational Dialogues in World Music Pedagogy – Colleague in Cyprus> Yiannis Miralis

- Transnational Dialogues in World Music Pedagogy: Interactions Across Continents with Dr. Yiannis Miralis at the Cultural Diversity in Music Education (CDIME) XIII, Promoting Music Education Conference, March 29 - April 1st, 2017 at Annapurna Hotel, Kathmandu, Nepal
- 25th EAS Conference / 6th European ISME Regional Conference, University Mozarteum in Salzburg (Austria), from 18 to 22 April 2017

Play on Campus

Dee Fink's (2003/2013) Taxonomy of Significant Learning



It starts with a single Idea

- prepare teacher candidates with materials, strategies and the field experience to plan and implement instruction for global arts understanding
- OR
- Mapping play in the culturally diverse Cedar-Riverside neighborhood of the Twin Cities

Internationalizing Music Education

- Undergraduate course designed to prepare teacher candidates with materials, strategies and the field experience to plan and implement instruction for global arts understanding among early childhood and lower elementary school children.

Internalizing Foundational Knowledge

- sing, play instruments, sight read, and conduct music from cultures in today's world. (CONTENT)
- integrate international music and culture perspectives while planning and implementing sequential elementary music instruction. (PROCESS)
- Compare and contrast how international content and pedagogical perspectives: Ghanaian traditional methods of teaching, Carl Orff (Austria), and Zoltan Kodaly (Hungary), have informed lower elementary music instruction in North America. (PROCESS)

Learning Targets

- Develop lessons that reflect the artistic processes and learning styles of children in a culturally diverse elementary general music classroom.
- Recognize, analyze, and perform a wide variety of art forms.
- Perform multicultural / international repertoire using solfa, rhythm syllables, and hand signs.
- Create learning objectives reflecting the artistic process and the State and National Standards in Music Education.
- Select, analyze and organize an international collection of repertoire and materials according to given specifications.
- Teach music using a variety of instructional techniques.

Assumptions of the discipline

- the legacy of the euphemism of multicultural as synonymous with racial
- Multiculturalism in music education has raised teachers and student's interest in exploring new sounds in their classroom through creates experiences. However, I believe that multiculturalism has reinforced notions of the other's music, unfamiliar music, and difference.
- pedagogically sound experiences for our pre-service teachers
- disconnection between teaching processes and internationalizing in realized work.
- a comparative theory in international music education.

Impact on research

- Descriptive Research
- Case study:
 - Understand your project needs
 - evaluative process for data collection and analysis
- Build on strong relationships and partnership
 - Impacts sampling
 - Method
 - (1) internationalizing;
 - (2) personal goals;
 - (3) strategies; (Oral and Written Assignments)
 - (4) success determiners; and
 - (5) evidence of success.

A Cross-Institutional Ethnographic Project: Mapping Play in the Cedar Riverside Neighborhood

Akosua Addo, Ph.D., Associate Professor, Music Education/Music Therapy,
University of Minnesota - Twin Cities

Eric Castle, MLA, PLA, Associate Professor, Environmental Landscaping
University of Minnesota - Crookston

Geographic Information Systems Applications

- applied principles learned in the Introductory GIS class to communicate spatial features and patterns of real world scenarios.
- analyzed and further enhanced ideas and concepts being made in the digital story
- added spatial elements visualize to previously created digital story

Mapping Arts Play in the Twin Cities

- shared play from their childhood
- observed and asked questions about play in cultural contexts
- engaged in critical conversations about play spaces and how this impact the stories about play
- synthesized in the digital stories key issues from participating in play and community events

Assumptions – and impact of research

- Ethical Relativism
- Cultural sensitivity
- Impact on scholarship
 - Research context is in constant flux
 - multimodal education and Interdisciplinary research
 - Method
 - bringing together, re-sequencing and re-presenting their variations in understanding
 - Interpretation –

Questions?

- Thank you!
- mahadsanid!

Solheim, O'Brien, & Spicer: Old Frames, New Objects

Learners used the human ecology framework (Bubolz & Sontag, 1993) to identify their culture by considering nested contexts and influences that had shaped who they are as persons – their family environment, their human-built environment, their socio-cultural environment, and their natural-physical environment. They first identified and described three salient aspects of their cultural self. Then they identified images or other visual artifacts that represented those three aspects. Many learners used pictures of family and friends. Some chose icons or symbols to represent religious or educational influences. Some shared images of their experiences abroad or maps of their hometowns.

Solheim, O'Brien, & Spicer: Old Frames, New Objects

I identified three primary learning goals for the course: a) to understand the role of culture in the experience of family, b) to become aware of ways that families impact and are impacted by global trends and issues, and c) to consider how they can use their skills and talents to support marginalized families achieve their goals.

Benbenek: Changing the Concepts

Prior to these official competencies, nurse Madeleine Leininger was instrumental in initially developing language to articulate the significance of culture and care to nursing practice. Madeline Leininger developed the concept of “culturally congruent nursing care” and identified it as the goal of transcultural nursing. Providing culturally congruent care requires the nurse to work with patients, families, communities, and institutions to identify, implement, plan and evaluate nursing care plans. Nursing actions and decisions are designed based on new knowledge and culturally-based ways to provide meaningful and satisfying holistic care (Leininger, 1991). She highlighted the importance of focusing on values, beliefs, and practices of individuals and groups to provide culturally-specific care to promote health and to address adverse health concerns. Her work in this area began in the 1950s. In 1995 she formulated a formal definition of transcultural nursing:

Benbenek: Changing the Concepts

There was consensus that the concept of cultural humility was better aligned with the tenets of nursing practice and fosters the students' ability to reflect on their own biases and behaviors as well as to consider the perspective of the patients, families, and communities with which they work.

Staats: Changing the Object

A long-standing approach in mathematics education that is highly committed to international perspectives is the field of ethnomathematics, established in the 1980s, largely through the efforts of Brazilian educator Ubiratan d'Ambrosio (d'Ambrosio, 1985). Ethnomathematics focused attention on both ethnographic inquiries into mathematical practices embedded within cultural activities and on curriculum development based on these practices. The field has produced lovely case studies of culturally-based mathematics (Ascher, 1991, 2006; Gerdes, 1998). The Pythagorean Theorem emerges from Angolan women's basketry craft. The mathematics of efficiency and optimization is recast in the Eulerian circuits of Southern African sand drawings and the narrative tradition that accompanies them. Ethnomathematics has documented varied base systems for counting along with the ways these are represented through the human body and through cultural objects, perhaps most famously in the Andean *quipu* knotted string bundles.

Staats: Raising Critical Questions on Method

Still, recognizing limitations of data and methods can become an opportunity to develop a critical perspective on mathematics. After solving an internationalized math problem, students can reflect on a variety of critical questions, such as:

- How might this data have been collected, and how could collection methods compromise the data?
- What mathematical assumptions underlie our choice of algebraic method?
- If we make predictions using our method, what realistic factors limit the value of our predictions?
- If we are suspicious of our data, what is a realistic range of values for the data? If we rework the problem with this range of values, how much does it change our answer?

Kowino, Kelley, & Woodruff: Changing the Conceptual Ground

“Mbeki’s perception of cultural imperialism and Viravaidya’s inspired use of cultural action pathways contributed to my realizing that I needed to change the conceptual framework of my entire course. [A] focus on systems didn’t leave room for seeing science and government *as different cultures*. The focus of internationalizing the curriculum was to enable students to understand and work with cultural difference. I began to think that if I envisioned science and state as different systems *and cultures*, then student learning about how to work with cultural difference across national or ethnic divides could provide insights into how to work across the science and government divide.”

Freewriting & Discussion

1. Pick one of the dimensions of your discipline:

Objects and subjects

Methods

Concepts

Tools

Exempla

Laws and theories

Subjects taught at universities

Professional associations

2. How might internationalization change not just how you teach, but the way you conceptualize the core of your discipline?